DOCUMENT RESUME

ED 247 985 JC 840 488

AUTHOR Zane, Lawrence F. H.
TITLE Bilingual Vocational Instructor Training Program: Third Project Year Evaluation.
INSTITUTION California State Univ., Long Beach.
SPONS AGENCY Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE [84]
NOTE 18p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Bilingual Teachers; Community Colleges; Job Placement; Program Evaluation; *Teacher Education; Two Year Colleges; *Vocational Education Teachers

ABSTRACT

The Bilingual Vocational Instructor Training (BVIT) project at California State University at Long Beach was established to teach instructors to communicate with limited English speakers in specialized skill areas. An evaluation of the program was conducted after its third year of operation to assess the placement of graduates and the institutionalization of the program. The findings of the evaluation included the following: (1) an average of 43 students per year, or 86% of the program graduates, were placed by the project staff; (2) the program is expected to continue in fall 1984 after the termination of federal funding; (3) the interdisciplinary approach of the curriculum was highly valued by the participants; (4) instructional materials were rated as excellent; (5) the articulation of the BVIT program with other courses enabled participants to complete the BVIT certificate while satisfying requirements for other credentials or degrees; (6) the Second Language Approaches for Vocational Education (SLAVE) workshop was considered too intensive for too short a period of time; (7) there was little or no follow-up of program graduates; and (8) public relations efforts were almost non-existent. Recommendations offered for the continued growth and effectiveness of the program included reviewing the SLAVE portion of the curriculum, setting up a public relations program, and ensuring an adequate administrative and financial basis for the program. (LAL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED247985

Bilingual Vocational Instructor
Training Program
School of Education
School of Applied Arts and Sciences
California State University, Long Beach
1250 Bellflower Blvd.
Long Beach, CA 90840

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Z. F. H. Lawrence

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Third Project Year Evaluation

JC 840 488

LAWRENCE F.H. ZANE
Professor of Education
University of Hawaii at Manoa
Honolulu, HI 96822

Table of Contents

	Page
Acknowledgements	1
Introduction	2
Rationale	3
CSULB-BVIT Program Objectives & Purpose	4
Program Strengths	5
Program Weaknesses	8
Recommendations	10
Appendix	12

Acknowledgements

The writer would like to acknowledge the cooperation and assistance provided by the project Co-Directors Drs. J. Francisco Hidalgo and Richard L. Resurreccion in arranging appointments, interviews with students and conferences with college administrators. Each gave long hours to the evaluator. Recognition is also due to Dr. Paul Bott, head of the Designated Subjects Credential Office, and Mr. Alfred Valdez Coordinator of the California State University, Bilingual Vocational Instructor Training Program, for furnishing requested information and for their professional assistance. Courtesies extended to the writer by the clerical staffs of the School of Applied Arts and Sciences, the School of Education and vocational education staff are also gratefully acknowledged.

Introduction

Funding and authority for the Bilingual Vocational Instructor Training Project at the California State University at Long Beach (CSULB) are contained in Sections 181-189B of the Vocational Education Act of 1963, as amended by the Educational Amendments of 1976 (Public Law 94-482). The program is listed in the Catalog of Federal Domestic Assistance (CFDA) under no. 84.099A "Bilingual Vocational Instructor Training Program" and administered by the Office of Bilingual Education and Minority Affairs, U.S. Department of Education.

The purpose of this program is to provide training "to meet the critical shortage of instructors possessing both job knowledge and skills and the dual language capabilities required for adequate instruction of persons handicapped by their limited English-speaking ability." (Federal Register 42 FR 53852, October 3, 1977, Part 526).

The CSULB project is one of only six national Bilingual Vocational Instructor Training Programs currently funded by the U.S. Department of Education and is serving a growing population of limited English-speaking students in the Los Angeles and Orange Counties of California.

Rationale

An evaluation plan is required by Bilingual Vocational Instructor Training Program rules and regulations. The CSULB project directors have diligently met these requirements by engaging evaluators for the first and second years of the three year project. These reports are readily available and deal with the project's specific objectives. A number of their recommendations have already been implemented.

This evaluator was asked to focus on two specific activities: placement of graduates and the institutionalization of the BVIT Program. The outline of this report follows an accreditation team report of strengths, weaknesses and recommendations.

CSULB-BVIT Program Objectives and Purpose

The objectives of the CSULB Bilingual Vocational Instructor Training Program are:

1. Institutionalize the Bilingual Vocational Instructor Training Program at CSULB, including the faculty, the interdisciplinary curriculum, and the cooperative relationship with industry, rehabilitation agencies, and educational facilities on a progressive basis.
2. Develop a model bilingual vocational instructor training curriculum which coordinates occupational development, ESL training, native language proficiency and field experience.
3. Increase supply and quality of bilingual vocational instructors to meet current demands.

The purpose of the Bilingual Vocational Instructor Training (BVIT) Program is to teach instructors how to communicate with limited English speakers (LES) in specialized skill areas. Instruction is used which utilizes the native language of the student as a medium for conveying knowledge of skills while at the same time augmenting the student's competence in English, particularly in job-related technical terminology. Primarily, vocational content subject areas are directed in the student's native language, while job-related English is taught utilizing Vocational English as a Second Language (VESL) techniques.

Traineeships (grants) are available up to $1,500 per year plus summer tuition.

Program Strengths

1. Placement of BVIT Graduates is high. The project staff was able to place an average of 43 students per year or 86% of its graduates. The numbers of participants placed as reported were as follows:

1981 - 82	Year 1	43 placed of 50 FTE	86%
1982 - 83	Year 2	44 placed of 50 FTE	88%
1983 - 84	Year 3	42 placed of 40 FTE	105%

2. There is clear evidence that the program will continue in Fall 1984 after federal funding for the BVIT project is terminated. On June 15, 1984, the coordinator reported that 20 individuals were already admitted for 1984-85 and that there were 22 others being processed, with 5 additional probable enrollees. This enrollment is well above any federal program of a similar nature that has been reviewed by the writer. Staff also reported that the caliber of entering students is at a higher level than previous years. It is interesting to note that during the later part of the three year project period, the program was able to generate a waiting list of admitted BVIT students although specific numbers were not available. A number of these students enrolled in courses without the benefit of a traineeship stipend.

3. Project Co-directors have established stability and given credibility to the program by their experience, professionalism and stick-to-itiveness throughout the project. Participants look to them as mentors rather than project directors. Their weekly meetings of key staff are highly productive as indicated in minutes kept by the project secretary. Problems and issues

are resolved and key staff appear to be highly dedicated to accomplishing the project's objectives. Action items are clearly identified and communication amongst the staff is enhanced during these weekly meetings.

4. The interdisciplinary approach of the BVIT curriculum is highly valued by participants. Courses in special needs and the disadvantaged, Vocational English as a Second Language, multi-cultural education, linguistics, vocational education, and field experience along with University tutorial services are frequently mentioned as highly beneficial by interviewees. A number of participants mentioned positive results from incorporating techniques and methods learned in courses, while others indicated progress in establishing modified VESL courses in their school vocational education programs. Persons interviewed were especially pleased with the summer VESL workshop.
5. Materials distributed to participants during their CSULB - BVIT program were excellent. Apparently materials required for courses and materials distributed by instructors were carefully chosen for classroom instruction. Interviewees were unanimous in this response.
6. The project co-directors should be commended for having a full-time BVIT coodinator (federal funds) who devoted his entire efforts toward making a successful project.

7. The close proximity of the state recognized Designated Subjects Credentials office to the project co-directors and their understanding of the credentialing system permitted students to work towards a credential, degree, as well as a BVIT certificate. The CSULB - BVIT is fortunate to have involved the director of the Credentialing office from the inception of the program. The articulation of the BVIT program with courses has enabled participants to complete BVIT certificates while concurrently satisfying requirements for a Vocational Education Credential and/or a degree.

8. The program staff advisors, in spite of their heavy workload, were able to retain students after completing the BVIT program to continue in their degree program.

9. The project has an excellent and dedicated staff. No program succeeds without a strong administration and the administration of the School of Education and School of Applied Arts and Sciences should be commended for supporting the BVIT Program both financially and administratively. This project has apparently overcome its shaky beginning and is on solid ground serving a national and local need and most of all serving the vocational education students in California.

Program Weaknesses

1. Interviewees reported that although very valuable, the Summer VESL Workshop or Second Language Approaches for Vocational Education (SLAVE Workshop) was too intensive for too short a period of time. Students complained of having to be in class from 2:30 p.m. to 9:30 p.m. and being exposed to an overwhelming but significant amount of theory and practice in a short time. A review of the Summer '84 VESL Workshop schedule indicates that a similar problem may arise for students because one of the options is the same schedule.

2. There is little or no formal follow-up or contact with BVIT graduates. Except for periodic dinners there appear to be no planned activities in department, School or University. Alumni groups whether functioning at the school or University level or at the program level do much to enhance the espirit de corps of graduates. The BVIT will miss a great opportunity for improving University - Community relations by not taking advantage of the BVIT leaders and potential leaders who are currently in the community. In addition, follow-up studies properly done, would provide excellent data for program planning.

3. Public relations for the CSULB-BVIT program is almost non-existent. Except for the brochure (obsolete), an article in the Long Beach Magazine in Spring 1984, a SLAVE Workshop announcement in the Summer School 1984 Bulletin, and a proposed BVIT dinner for Fall '84, the evaluator could not identify any significant effort to publicize the BVIT program. Especially noticeable was the lack of any program announcement in the forthcoming 1985 University Bulletin. A public relations program of work to contact students, graduates, employers and other citizens is necessary for gaining public support.

4. Except for the leadership of the project co-directors and the support of individual faculty members at the university, there appears to be no visible established person or office responsible for the progress and continuation of the BVIT program. No specific funds for staff and clerical assistance outside of federal funds could be identified. Problems are solved through informal meetings with administrators and staff.

Recommendations

1. That the SLAVE portion of the BVIT program be carefully reviewed by appropriate staff to alleviate student concerns.
2. That a joint School of Education and School of Applied Arts and Sciences committee be organized and established to ensure the continued success of the BVIT program. The nucleus of this committee should include the current BVIT project co-directors as well as the director(s) of the recently funded BVIT program under Dr. Paul Bott.
3. That steps be taken to plan a public relations program involving program directors, departments, school and university staff. At the least, immediate steps should be taken to include the BVIT program in the University General Bulletin soon to be published and the preparation and implementation of a public relations program of work.
4. That official responsibility for the CSULB - BVIT Program be placed in an office or individual so that the program will continue to grow and impact in the community, California and the nation. Duties and responsibilities should be spelled out and funds budgeted or redirected to carry out these responsibilities. Most extra-murally funded programs meet their demise soon after funding ends--overload monies stop, staff and faculty interest diminishes even with dedicated professionals, unless resources are earmarked for the program. The reported number of non-stipend trainees enrolled and planning to enroll together with a new project of a similar nature requires an orderly transition and

continuous and equal level of services to all students. The impact of BVIT will be in the services provided to vocational students not only of Hispanic and Asian origin but of other races as well. It is reasonable that a joint committee such as that proposed might serve to monitor and review the BVIT program as well as future joint activities.

Appendix

Persons Contacted

Dr. Paul Bott

Dr. Pete A. Cortise

Dr. Caroline Denham

Ms. Judy Fike

Mr. BIll Haifley

Dr. J. Francisco Hildago

Mr. Nick Kremer

Dr. Don Lauda

Dr. Myers

Dr. Richard L. Resurreccion

Mr. Alfred Valdez

Ms. Florence Young

Records Reviewed

Javier Cueto

George Franco

Isabel Lopez

Nyuyet Minh Nguyen

June Oceves

Rudolph J. Tellez

Martin C. Weis

Students Interviewed

Jo Ann K. Aguire

Dolores Dominelli

Patricia Granados

Mary Lou Hamchuk

Daniel Hernandez

Evangeline Hilts

Marta Thomas

Field Experience Locales for BVIT Students

1984

1. Santa Ana College
2. Santa Ana Career Ctr.
3. Huntington Park Adult School
4. NOCROP
5. Alhambra High School Dist.
6. El Rancho Adult School
7. Cerritos College
8. ABC Adult School
9. Coastline Community College
10. Fullerton College
11. LBCC (Pacific Coast Campus)
12. Long Beach City College
13. Rio Honda College
14. Central Counties ROP
15. SCROC
16. Long Beach ROP
17. Placentia Unified School Dist.
18. Irvine Unified (Adult Ed.)
19. Montebello Unified Adult
20. Whittier Adult School
21. Garden Grove Adult
22. Coastline College
23. Long Beach Adult School
24. L.A. Unified School Dist.
25. Lincoln Adult School

26. Tri-Cities ROP
27. LaSerna High School
28. Compton College
29. Compton Adult School
30. Downey Adult School
31. El Camino College
32. El Monte Adult School
33. La Puente Valley Adult
34. E.L.A. College
35. Los Angeles Harbor College
36. Los Angeles Mission College
37. L.A. Trade Tech.
38. El Monte Adult
39. La Puente Valley ROP
40. L.A. ROP
41. Santa Ana College
42. Norwalk-LaMiranda Adult
43. SELAC ROP
44. L.A. County ROP
45. L.A. Business Magnet High School
46. Abram Friedman Occ. Center
47. E.L.A. Occ. Center
48. Harbor Occupational
49. Metro Skill Center
50. San Pedro Skill Center
51. Watts Skill Center
52. Pasadena College

ERIC® CLEARINGHOUSE FOR JUNIOR COLLEGES
UNIVERSITY OF CALIFORNIA

OCT 12 1984

8118 Math-Sciences Building
Los Angeles, California 90024